DOCUMENT RESUME

ED 443 070 CG 030 182

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TITLE	Conducting School-Based Assessments of Child and Adolescent Behavior. The Guilford School Practitioner Series.
ISBN	ISBN-1-57230-567-3
PUB DATE	2000-00-00
NOTE	318p.
AVAILABLE FROM	Guilford Press, 72 Spring St., New York, NY 10012 ($35). Tel: 800-365-7006 (Toll Free); Web site: http://www.guilford.com.
PUB TYPE	Books (010) -- Information Analyses (070)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Behavior Problems; Classroom Observation Techniques; Cultural Pluralism; Elementary Secondary Education; *Emotional Problems; *Evaluation; Interviews; Measures (Individuals); Parent Attitudes; Teacher Attitudes
IDENTIFIERS	Analogue Models; Multidimensional Approach; Self Monitoring; Self Report Measures

ABSTRACT

This guide brings educational practitioners up to date on how to administer and interpret a wide range of assessment methods for students presenting with emotional and behavioral difficulties. It offers insights and tools for K-12 practitioners and trainees in regular and special education. Delineating a concise conceptual framework, the first chapter reviews the goals and methods of multidimensional assessment. Each of the following chapters focuses on a particular method, describes its applications in the school setting, and outlines the steps involved in implementation. This volume is illustrated with case studies, sample questionnaires and forms, interview vignettes, and informative tables. The concluding chapter provides research-based recommendations for effective work with culturally and linguistically diverse children and adolescents. Chapters included in this book are: (1) "Introduction: Conducting a Multidimensional Behavioral Assessment" (E. S. Shapiro and T. R. Kratochwill); (2) "Naturalistic Direct Observation in Educational Settings" (C. H. Skinner, K. N. Rhymer, and E. C. McDaniel); (3) "Analogue Assessment: Emotional/Behavioral Problems" (J. M. Hintze, G. Stoner, M. H. Bull); (4) "Functional Analysis" (J. J. McComas, H. Hoch, and F. C. Mace); (5) "Self-Monitoring" (C. L. Cole, T. Marder, and L. McCann); (6) "Self-Report: Rating Scale Measures" (T. L. Eckert, E. K. Dunn, R. S. Codding, and K. M. Guiney); (7) "Self-Report: Child Clinical Interviews" (S. H. McConaughy); (8) "Informant Report: Rating Scale Measures" (K. W. Merrell); (9) "Informant Report: Parent and Teacher Interviews" (R. T. Busse and B. R. Beaver); and (10) "Cultural and Linguistic Issues" (E. M. Castillo, S. M. Quintana, and M. X. Zamarripa). (Contains an index.) (MKA)

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